

Conduct Norm Referenced Evaluation to Establish Eligibility

The eligibility evaluation is conducted for children who do not have an established condition or an obvious developmental delay. The purpose of the evaluation is to expediently determine if the child has a developmental delay in at least one area of development, which is equal to or greater than Florida's eligibility criteria. The outcome of evaluation activities is the identification of a child's level of functioning in each of the developmental domains, including vision and hearing, that results in a standardized score in at least one area of development that confirms eligibility.

Eligibility Evaluation	<ul style="list-style-type: none">• Eligibility evaluation is not conducted for children with an established condition or an obvious developmental delay.• The evaluation process must provide opportunities to observe the child engaged in their typical activities, as defined by families/caregivers (such as play, interaction with caregivers, etc).• The child's vision and hearing status must be determined during evaluation or assessment.• Individuals, from at least two disciplines appropriate to address the child's presenting condition and family concerns, must conduct the eligibility evaluation. This may include an Infant Toddler Developmental Specialist or a healing arts professional such as: Occupational Therapist, Physical Therapist, Speech Therapist, Psychologist, or Nurse.• The service coordinator must be a participant in the evaluation process, and for children who are not eligible for Medicaid, may serve as one of the required disciplines, if they meet CSPD standards and competencies as evaluators.• The team includes medical services from a physician only for diagnostic or evaluation purposes or for a child who has a complex medical condition that requires input from a physician when developing IFSP strategies. Ideally, the child's primary health care
-------------------------------	--

	<p>provider is involved rather than a physician with no ongoing relationship with the child.</p> <ul style="list-style-type: none"> • Family/caregivers understand their role and participate in the evaluation as a member of the team. • Evaluators must utilize information gathered from first contacts, observation of the child, family/caregiver report, and any collateral information available, for example, therapy specific evaluations that may have been conducted. • Evaluation confirms eligibility for early intervention services by determining the child's level of functioning in all the required developmental domains: communication; self-help/adaptive; cognitive; physical (fine and gross motor and vision and hearing); and social/emotional. • The results of the evaluation are documented on the Individualized Family Support Plan (IFSP). The IFSP document will serve as the team evaluation report. • All team discussions regarding the evaluation must include the family. • One of the following instruments must be used for eligibility evaluation: <ul style="list-style-type: none"> • Developmental Assessment of Young Children (DAYC) • Battelle Developmental Inventory (BDI) <p>or</p> <ul style="list-style-type: none"> • If evaluators are not able to derive a standardized score by using one of the above instruments, the Birth to Three Assessment and Intervention System (BTAIS) may be used. The BTAIS will yield a developmental age that can be converted to a percentage score. <p>or</p> <ul style="list-style-type: none"> • Additional evaluation instruments may be administered in specific discipline areas to further pinpoint a child's eligibility if necessary. For example, a child who is identified in the
--	--

	communication area by one of the test instruments could require additional testing to rule out if the delay was due to articulation errors of a developmental nature.
--	---